A D A P T A T I O N

Restoration, Renovation, and Re-use

Nonya Grenader / Spring 2018 / Arch 350-001 / #210 / Thursday, 1:00pm

OVERVIEW / LEARNING OBJECTIVES

Adaptive re-use is both a philosophy and a practice. In this class, we will consider the “why” and the “how” of the full range of architectural rehabilitation: meticulous restorations, modest renovations, and innovative forms of re-use. Using case studies as a background, adaptation will be examined at various scales, including materials, buildings, historic districts, and landscapes. The numerous forces that shape these projects will be evaluated: context, concepts, methods, economics, public policy, and sustainability. The class is open to architecture students and non-architecture students. Every existing building occupies a place in the present while maintaining a position in the past; in this class, we will speculate on their participation in the future. Topics include:

--Exploration of architectural restoration, renovation, and adaptive reuse through case studies and precedents.
--Selected readings ranging from historical to practical.
--Concepts that accompany intervention, such as erasure and memory traces, infill and additive structures, and deletion and replacement.
--Guest lectures and site visits with architects and planners focusing on the strategies, processes, and methods that are unique to this design typology.
--The science that is essential for rehabilitation, including practices for repair and re-structuring.
--Economic considerations, including national and local tax incentives.
--Aspects of sustainability and the embedded advantages of re-use. -
--The future of re-use as seen through an examination and speculation of adaptation at various scales: an object, building, historic neighborhood, or an urban area in transition.

SCHEDULE as of 1/11/2018

January 11	--Introduction: The topic and class structure. --Part 1: Lecture/overview of restoration, renovation, and adaptive re-use precedents.
January 18	--Part 2: Lecture/overview of restoration, renovation, and adaptive re-use precedents. --Reading: Daniel Abramsom, "Inventing Obsolescence," *Obsolescence* and Charles Bloszies, "Case Study: Morgan Library," *Old Buildings, New Designs*.
January 25	--Word/Image pin-up (1 page): Case study/precedents. -- Readings: Jane Jacobs, "The Necessity of Old Buildings," *Death and Life of American Cities*, Nicolai Ouroussoff, "Outgrowing Jane Jacobs and Her New York," *New York Times*.
February 1	-- Guest lecture: David Bucek (Stern Bucek Architects) on the Menil House (Philip Johnson, architect) restoration and the adaptive re-use of Oshman Engineering Design Kitchen (OEDK). --Readings: Stuart Brand, "Flow" and "Shearing Layers," *How Buildings Learn*.
February 8	Spring Recess
February 15	--Lecture/overview of Houston's historic neighborhoods including 3rd and 5th Wards, Heights, Menil Bungalows/Montrose, East End, and Boulevard Oaks (with walking tour).
February 22	--Guest lecture: Heather Rowell (CONTENT Architecture) on the Broker Studio, an adaptive re-use project and Joe Mepplelink (MetaLab) on the adaptive re-use of Fire House No. 2. --Reading: Gillian Darley, "Factory as Icon," *Factory*.
March 1	--Site visits: 1) Heights Textile Mill and 2) Ecclesia (with David Guthrie). --Reading: Catherine Shaw (interview), Koolhaas Talks Prada, *Metropolis*.
March 8	--Site visits: Cistern with Ann Olsen (and/or skype w/ Larry Speck) and Kinney Morrow/6th Ward Office (with Michael Morrow).
March 15	Spring Break
March 22	--Word/Image pin-up (1 page): any item(s) previously viewed. --Lecture/discussion: The Sustainability and Economics of Re-use (including historic tax incentives). --Reading: Daniel Abramsom, Sustainability and Beyond," *Obsolescence.* --Submit question for reading discussion by March 27th.
March 29	–Final paper assigned. --General reading discussion.
April 5	Site visit: The restored Julia Ideson Library with Barry Moore and/or Phoebe Tudor (1926, Ralph Adams Cram, architect and Gensler, architect for restoration). Additional downtown buildings including (emerging historic) Penzoil Place (1975, Philip Johnson, architect).
April 12	--Presentation of final paper abstract: A presentation/summary of your proposed paper topic with 5-7 images (see final paper requirements below). Presentation should be 5 minutes followed by class comments.
April 19	--Pre-jury week (no class, but NG will be available for individual meetings regarding final paper).
April 26	--Jury Week (no class).

May 3 --Turn in final paper: An examination of an object, building, street, or zone that displays evidence of preservation/restoration, renovation, or adaptive re-use. Text is 7 pages (minimum) with additional images (photos, diagrams, collage, etc.) as needed to convey aspects such as context (historical, economic, social, and political), sustainability, past and current program/use, and future potential.

READINGS/DISCUSSION:

Selected readings will be posted on Canvas. Please refer to the class schedule for titles, dates of completion, and dates for posting a question in the Canvas section for class discussion.

GRADING COMPONENTS and CRITERIA

30% Contribution to class discussion, reflecting comprehensive attention to assigned readings and engagement with various aspects of field trips and viewings. Students are expected to be in class on time, with appropriate materials for required pin-ups, readings, and site visits.

30% 2 word/image responses (1 page each): 1) general case study 2) site visit observation and 3) final presentation/paper abstract (5-7 slides with overview of paper).

40% Final paper and class presentation (7 written pages + additional images, diagrams, site collage, etc.).

A Exceptional work, beyond what is expected or required. Attends class regularly and contributes new and relevant ideas to class conversations and presentations that illuminate, inform, and/or challenge assumptions and perspectives. Exhibits a very high level of thought, skill, and creative thinking when preparing papers and presentations.

B Above average work in ways noted above.

C Acceptable work—has no more than three unexcused absences and completes assignments, but rarely contributes in ways noted above.

D Unsatisfactory work—attends class sporadically and completes most assignments, but never contributes in ways noted above.

Disability Accommodations:

Any student with a documented disability seeking academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain as confidential as possible. Students with disabilities will need to contact Disability Support Services in Allen Center Room 111; Phone: 713-348-5841; Email: adarice@rice.edu.